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**REFLECTIVITY AS AN IMPORTANT PART OF THE INTERNATIONAL STUDENTS' EDUCATION**

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Reflective education is paid significant attention at Pedagogy modern developmental stage because it allows the applicants' learning maximal individualization that represents Pedagogical science direction in priority; reflective education positive moment is that it can be successfully realized both under remote and non-remote education conditions; it is evidently that modern situation was connected to COVID-19 pandemy, then – it is connected to war that creates essentiality of searching new and effective methods of the applicants' teaching [1] while their being able so interesting and effective like during non-remote education form. Reflective education is based on reflection of the internal world, desires, needs and psycho-physiological peculiarities both of the higher education applicants and the tutors. The education maximal individualization is better to be applied much more for the International students because they possess a whole row of psycho-physiological distinguishing features; the education forms and methods for domestic and International applicants must vary. For examples, if the students are visuals, bigger amounts of schemes, figures, tables, graphics should be used by the tutors, moreover their language barriers should be taken into account and the material for their education must be scientific but maximally short, understandable, filled with colored figures, pictures, schemes, multiple tables and graphics for being able to say more with less words. The International students did ask and do ask for such adapted materials with mentioned peculiarities, they told and wrote about maximal reflexy or reflectivity of their psycho-physiological distinguishing features, which taking into consideration must be obligatorily in the educative process independently on the academic discipline kind, better – especially in a significant extent during the International applicants study at their preparing faculty and the 1<sup>st</sup> 2 courses when basic subjects are studied. Our university did and does much to provide such a reflectivity during the pre-students studying at their preparing faculty and its gradulators “are seen and heard over kilometers” by their easiness to work with common-biological lexics, big vocabulary, writing good velocity, easier writing the concepts while using the topical schemes, more effective and easier processing the bigger volume of the information not only by left-handed (right-hemisphered) applicants but by the right-handed (left-hemisphered) ones also, better memory and knowledge bigger survival, more expressed attention and associative thinking

[2]. The International applicants' cross-cultural and linguocultural adaptation can be facilitated if the tutor used and uses extra-curricular activity or so called our country, its customs and traditions reflectivity and it is of crucial importance at preparing faculty and is important and useful at the 1<sup>st</sup> years of studying in the higher educational establishment; it is performed by all tutors of our university preparing department [3; 4] and by some teachers curators or the ones teaching Ukrainian later. Of course, excursions and exhibitions were organized in Poltava and other Ukrainian cities and towns to visit sights when war was not in our country. International applicants from various countries have concerts and other meetings dedicated to their own ethno-cultural peculiarities; these events are useful both for the students and for the teachers because it defines a way to getting acquaintance to the countries the students are from, their customs, traditions, ethnic-cultural peculiarities; it helps in sharing the trans-cultural experience, in avoiding the cultural and cross-cultural stress and even shock and thus, in reaching the optimal cultural, cross-cultural or trans-cultural, academic, linguocultural, psychological – social – and natural adaptation by the applicants and encourages to their positive impressions from study in our university and thus to more significant entrance of further International students from many countries; it is important, that there will be reflectivity of the International students' native countries and cities with their ethno-cultural and religious peculiarities.

Thus, reflectivity is indeed a wide term, because it concerns both of the tutors and the applicants, both academic and other activities; many International students love participating in a scientific events, they have many printed works, certificates and diplomas of participants and winners at different-leveled conferences and congresses beginning from the 1<sup>st</sup> course of their study and even while being at the preparing faculty. We would like to emphasize the reflectivity of the applicants' interests in part concerning to becoming not only a Brilliant Doctor, but a Brilliant Scientist, to write and to maintain a thesis to become a candidate or even a doctor of medical sciences; they do understand that reflectivity of their experience in the students' scientific research group is non-valuable [5].

Socio-cultural competence must be acquired well both by the International applicants who would like to receive their education abroad and their psycho-physiological individual peculiarities should be analyzed and reflected both by their parents and themselves because indeed not all people can receive their education in another countries. Also significant cross-cultural competence [6] should be acquired by the tutors particularly working with the International applicants after detailed reflectivity of their own psycho-physiological and pedagogical peculiarities, managing General Psychology, Ethnopsychology, Ethnophysiology, Gender Psychology, Gender Physiology, Social Psychology, Conflictology, Physiology of higher nervous activity, Differential Psychology (Psychology chapter dealing to inter-grouped and intra-grouped varieties id est human typologies study) and Pedagogy.

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**ДЕРЖАВНІ МЕХАНІЗМИ ПІДТРИМКИ ПІДПРИЄМЦЯ В  
ІННОВАЦІЙНІЙ ДІЯЛЬНОСТІ**

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Державні механізми підтримки підприємця в інноваційній діяльності коригують з міжнародними стандартами, правилами, принципами та традиціями. В багатьох випадках вони зорієнтовані на розвиток малого та середнього бізнесу, зокрема в межах програм розвитку різного рівня [1, 2]. В економіці розвинених країн завдяки малим та середнім формам господарювання (більше 90 % всіх підприємств) забезпечується близько 30-70 % валового внутрішнього продукту (ВВП). Так, наприклад, у Великобританії МСБ охоплює 96 % підприємств країни і виробляє 30% ВВП; в Японії 80 % працездатного населення зайняте у сфері дрібних та середніх підприємств; в Італії ця частка становить 99 %. Таким чином, у розвинених країнах малі та середні підприємства давно стали ключовою і невід'ємною частиною системи ринкового господарювання.

Малий та середній бізнес є суттєвим структурним елементом сучасної економіки, конкурентної ринкової системи. Економіка в реальних умовах не може функціонувати та розвиватись без малих та середніх форм бізнесу. Саме